



## SELF EVALUATION IN ELEMENTARY EDUCATION

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**Abstract:** Evaluation is an important part of any curriculum. Evaluation means measuring the particular task and giving a meaningful interpretation for further reference to all stake holders. In elementary education evaluation is complex phenomena as one needs to plan systematically coordinate with teachers and adopt various strategies based on the individual needs of student and their environment. Researches have shown that self-regulation plays an important role in progress of elementary school evaluation. It gives students the responsibility and allows the student to be at the centre of all the important events in the class. It also makes evaluation learner-centric whereby students are given the freedom to decide the level of attainment with norms set by experts and tools available at hand. This makes evaluation 'of the student by the student and for the student' and hence novel. Innovative systems like activity based learning and active learning methodology gives space for students to assess themselves based on certain criteria's paving way for new methodologies for evaluation. The paper will discuss about the meaning, principles, theoretical framework of self evaluation in elementary education. Furthermore it will also suggest the role of students, teachers and drawback of this method to which will contribute positively in developing the system of self evaluation in elementary schools.

**Key words:** Self Evaluation, Principles of Self Evaluation, Theoretical frame work behind Self Evaluation.

### INTRODUCTION:

Evaluation is an important part of any curriculum. So what does evaluation mean? Evaluation means measuring the particular task and giving a meaningful interpretation for further reference to all stake holders. So what has to be evaluated? Learning- viewed as an active construction of the learner's knowledge that builds on his or her cognitive and affective abilities which is influenced by the cultural environment and social interaction. Improvement in learning takes place when the learner becomes aware of the goals he is striving to achieve, what he has done, what norms are used, and what judgments are reached. The learner can act intelligently to understand and to improve his behavior when he is included in the evaluation process feels Herrick. Such active involvement in evaluation is not normally provided for the learner.

This document will discuss about the nature and purpose of active evaluation which is self evaluation and address concerns regarding evaluation at the elementary levels. This frame work presents a concept of the self evaluation of learning that is consistent with the requirements of the National policy on elementary education and the policy on the evaluation of learning.

### MEANING OF SELF EVALUATION

Self evaluation is relatively new concept in the system of education. Though the term is not new, it has been accepted by educationist and psychologist as a better tool

which could be included in the system of evaluation.

The term self evaluation means evaluating ones' own self in terms of the progress made by the individual within the criteria's pre-defined. For example, in activity based learning, students who work in group are supposed to identify the level, work on their assignment, and go for the next level. Here evaluation is continuous but not visible explicitly.

### PURPOSE OF SELF EVALUATION

Evaluation in elementary education has been primarily concerned with the assessment of students' achievement. This in many ways leads to lot of stress for students which create social, physical and psychological problems and hence affects the primary objective of teaching and learning growth of individual. Moreover the function of evaluation is most often carried out by teachers after instructions has occurred

Evaluation serves to support learning whenever the goal of evaluation is to support the student in acquiring knowledge and developing competencies. To fulfill this function, evaluation must be blended with learning, without actively being recognized but passively undertaken and be used as a continuous assessment tool. Self evaluation does just that and the role of learner may be enhanced when such integration occurs.

Self evaluation develops students' autonomy and

the central role they play in their own learning. It helps students gradually develop the ability to make adjustments to their own learning process whereby students are aware of both their own learning approach and their own progress. This principle and procedure is being implemented in our government in primary schools and is seen a revolution.

**PRINCIPLES OF SELF EVALUATION**

The purpose of evaluation is to make the student realize his/ her own level of attainment. It makes evaluation ‘of the student by the student and for the student’ and hence novel. Hence self evaluation gains significance. The following are some of the principles of self evaluation.

- Self-phased were individual works in his/her own time.
- Active participation
- Freedom with responsibility
- Induced motivation
- Individualized
- Self-realization
- Indirect method

**SELF EVALUATION IN ELEMENTARY EDUCATION**

Teaching the child when he/she is young will have a lasting impact on the individual and hence during the elementary stage when this gets implemented, self evaluation will have a positive and clear impact of the learner. Keeping this in mind, in active based learning methodology self evaluation has been introduced and it is clearly showing positive impacts on the children especially in the state of Tamil Nadu. Children are naturally inclined to joyful learning and self evaluation makes learning interesting. It makes individual to be independent, confident, and develops originality hence contribute to the positive cycle of learning at a very young age. This will have a lasting impact on the personality and overall development of the individual in tune with the expectations of the society. Philosophically, sociologically, and psychologically it is accepted as a better method and research needs to be carried out to improve this method.

**THEORETICAL FRAMEWORK BEHIND SELF EVALUATION**

Research indicates that self evaluation plays a key role in fostering a positive cycle of learning. Self evaluation cycle is divided into three parts, in the first part of self evaluation, when students start evaluating his or her own performance, the individual feels happy. His id and ego gets satisfied, which acts as a catalyst to set higher goals, and work on them with interest. Interest thus generated helps to put more effort and also to sustain the pace of work till the process is completed. In the second part the individual evaluates his achievement in the activity specified based on the norms and conditions at hand (self evaluation). In the third part the individual values his achievement by internalizing it (self judgment) and then generalizes it to his overall nature (self reaction). Goals, interest, effort, achievement, values all combine to impact self-confidence in a big way. In short, Self-evaluation is the combination of individual interest, value and internalization of and if we can

teach students to do this better we can contribute to an upward positive cycle of better learning.

In the reverse cycle if the performance is poor students develop negative attitude toward learning and in the process loses interest straight away resulting in poor performance. When generalized, it will have a profound impact on the learner and the teacher has to address this problem immediately.

**ROLE OF STUDENT**

- Follow instructions as directed and seeking clarifications when needed.
- Able to work and follow self evaluation tools independently as well as in groups.
- Recognize teachers’ role as facilitator and counselor and make effective use of it.
- Work on his own time and phase within broad boundaries.
- With freedom to act freely and responsibility to execute task assigned (within the boundaries set).
- Confidently work without the fear of being evaluated upon by others explicitly, while doing activity, playing games, performing assigned task etc.
- Develop values of Honesty, integrity and sincerity (stories, group work, singing etc.)
- Develop attitudes like individuality, Originality, persistency, creativity etc. (games, activity, etc.)
- Actively involved in learning and evaluation

**ROLE OF TEACHER**

The role of teacher varies with the methodology adopted by the teacher in the classroom. In a primary school to support self learning and self evaluation the teacher has to be proactive and dedicated. The following are some of the roles a teacher will be required to play:

- Giving suitable illustrations and directions related to completing task assigned.
- Motivates by telling stories organizing games, etc.
- Providing suitable tools like cards, toys, books, apparatus, charts, pictures etc. for learning and evaluation.
- Provide necessary resources like guidance, support and instructions.
- Counselor who helps children’ to realize their state (negative cycle) and converts them into positive cycle.
- Organising, many activities by forming various groups formed within the class at the same time.
- Multi-task oriented person with very many needed skills.
- Patience with dedication as failure in this aspect will lead to collapse of the system.

In short he has to be an actor, friend, philosopher and guide.

**SUPPORTING TOOLS / TECHNIQUES FOR SELF EVALUATION**

After discussing about self evaluation for elementary education in detail one can come to a conclusion that it has an important role in the modern system of evaluation. The process of self-evaluation has a long way to go to before being an accepted tool for evaluation among various stake holders of education system. But self evaluation cannot be used in absolute isolation. It needs

other tools to assist and give meaning to it simply because the target group is elementary education. Hence observation, anecdotal record, interview method, etc. will add value in assessing the child.

### **DRAWBACKS OF THIS METHOD**

The activity based methodology follows self evaluation principles in the form of chart where students have to climb the ladder over the period of time in accomplishing their tasks. In reality, most of the students when observed have not attained the goals as envisioned by the educators. The following could be the reasons for it:

- Puts lots of responsibility on the student as students have to initiate, participate and evaluate all by his/her self.
- Time consuming as it is activity based and individualized method and each task takes long time to complete.
- Implementation with right attitude consistently is tiresome and difficult.
- Negative impact on the learner, if the individual is not able to attain the right level when compared with peers or general expected level.
- Lack of clarity among teachers and students.
- Problems based on education system (infrastructure, policy, tools, sufficient teachers etc.)
- Lack of acceptance from society.
- Lack of research in the Indian context for self evaluation technique.

### **CONCLUSION**

The major goals of education tend to emphasize the development of individuals who are self-directed, who are critical learners, and who are capable of making intelligent choices. Children must be helped to develop an adaptive approach to problem solving in order to accomplish these goals. Procedures are being formulated to focus attention upon the learner so that he may attain the necessary skills to achieve such goals. Studies show that student can accomplish higher goals if he is able to develop insight and the ability to evaluate himself. It enhances his potential which would be the first step in the process of developing skills in self evaluation among elementary school children. With increasing national emphasis being placed upon the pursuit of educational goals which stress on reforms in evaluation, self evaluation gets a serious look as an effective tool in evaluating students at the primary level. Though researches are to be carried out in the effectiveness and implementation process, self evaluation is a novel method which will revolutionize the system of education.

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